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Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



## TEACHER QUESTIONNAIRE

### 1. Identifying information:

1.1. School name: \_\_\_\_\_

1.2. School EMIS number: 

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1.3. Teacher name: \_\_\_\_\_

1.4. Teacher surname: \_\_\_\_\_

### 2. Expertise and Experience:

2.1. Age of teacher:

Number

2.2 Gender of teacher:

<i>(Please mark <b>one</b> with an "X")</i>	Male	Female
	0	1

2.3 Did you teach at this school last year?

<b>Yes</b>	1	<b>No</b>	2
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2.4. What grade do you teach?

<i>(Please mark <b>one</b> with an "X")</i>	Grade R	Grade 1	Grade 2	Grade 3
	1	2	3	4

2.5. Did you teach the same grade in 2018?

<b>Yes</b>	1	<b>No</b>	2
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2.6. Did you teach the same grade in 2019?

<b>Yes</b>	1	<b>No</b>	2
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2.7 How many years have you been teaching in the Foundation Phase?

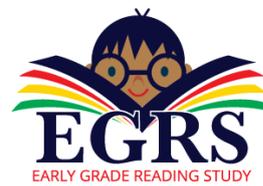
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2.8. Do you hold an HOD or SMT post at this school?

Yes	1	No	2
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2.9. Is your class a multi-grade class?

Yes	1	No	2
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### 3. Language teaching and related practice:

3.1. In 2020, did you use lesson plans for teaching Home Language?

Yes	1	No	2	Use revised ATPs	3
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*(Note to fieldworker: skip 3.1.2. if 3.1. response is "No")*

3.1.2 Where do you receive your Home Language lesson plans from?

<i>(Please mark <u>one</u> with an "X")</i>	I prepare my own lesson plans	I use prepared lesson plans provided by the province or an NGO	I receive and borrow lesson plans from other teachers in my school	I receive and borrow lesson plans from other teachers at other schools	Other
	1	2	3	4	98

3.2. In 2019, did you use lesson plans for teaching EFAL?

Yes	1	No	2	Used ATPs	3
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3.3 In 2020, did you use lesson plans for teaching EFAL?

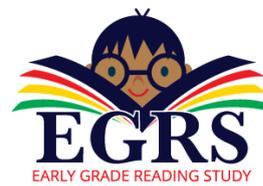
Yes	1	No	2	Use revised ATPs	3
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*(Note to fieldworker: skip 3.3.2. if 3.3. response is "No" or "Use revised ATPs")*

3.3.2. Where did you receive your EFAL lesson plans?

<i>(Please mark <u>one</u> with an "X")</i>	I prepare my own lesson plans	I use prepared lesson plans provided by the province or an NGO	I receive and borrow lesson plans from other teachers in my school	I receive and borrow lesson plans from other teachers at other schools	Other
	1	2	3	4	98

*(Note to fieldworker: skip 3.3.3. if 3.3.2 response is not Option 2 "I use prepared lesson provided by the province/NGO")*



3.3.3. Who prepared the EFAL lesson plans?

(Please mark <b>one</b> with an "X")	PSRIP (Primary School Reading Improvement Programme)	EGRS II (Early Grade Reading Study)	I use the revised ATP for EFAL FP	Other
		1	2	3

3.4 Do you have graded readers (or small readers) for EFAL in your class?

Yes	1	No	2
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*(Note to fieldworker: skip 3.4.2 and 3.4.3. if 4.4. response is "No")*

3.4.2. How many books for reading do you have in your class?

(Please mark <b>one</b> with an "X")	1 – 9 Books	10 – 19 Books	20 – 29 books	30 or more	No Books
	1	2	3	4	99

3.4.3. In the last month, how often have you used them?

(Please mark <b>one</b> with an "X")	Never	Once a week	Twice a week	Everyday
	1	2	3	4

3.5. In response to the COVID-19 school closures, did you or the school make Foundation Phase workbooks or reading materials available for learners to take home?

Yes	1	No	2
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*(Note to fieldworker: skip 3.5.2 if 3.5. response is "No")*

3.5.2. What kind of materials or resources did you make available to learners during COVID-19 school closures?

(Please mark <b>all that apply</b> with an "X")	DBE workbooks	HL reading books	EFAL reading books	Worksheets/ printed activities	Other
	1	2	3	4	98

3.6 During the COVID-19 school closures, did you or the school contact caregivers to provide support or additional activities for learners during lock down (this includes recommending relevant websites or WhatsApp sites?)

Yes	1	No	2
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3.7. In the last month, how often have you listened to each individual learner read aloud in EFAL?

(Please mark <b>one</b> with an "X")	Never	Once a week	Twice a week	Everyday
	1	2	3	4

3.8. In the last month, how often have you done the following activities in your EFAL literacy lessons?

*(Select **one** option in each row)*



Activity	Never	Twice a day	Every day	2-4 times per week	Once a week
3.8.2. Group-guided reading	1	2	3	4	5
3.8.3. Spelling test	1	2	3	4	5
3.8.4. Phonics	1	2	3	4	5
3.8.5. Shared reading	1	2	3	4	5
3.8.6. Creative writing	1	2	3	4	5

3.9. When teaching a phonics sound, how many times do you repeat the sound during a lesson?

(Please mark <b>one</b> with an "X")	Never	Once	Three times	Five times	Until all learners can repeat it	Other
	1	2	3	4	5	98

3.10. Before the COVID-19 school closures, how much time did you spend teaching EFAL per week?

(Please mark <b>one</b> with an "X")	1 hour	1.5 hours	2 hours	2.5 hours	3 hours	3.5 hours	4 hours	4.5 hours	5 hours	I don't know
	1	2	3	4	5	6	7	8	9	99

3.11. In the last month, how much time have you spent teaching EFAL per week?

(Please mark <b>one</b> with an "X")	1 hour	1.5 hours	2 hours	2.5 hours	3 hours	3.5 hours	4 hours	4.5 hours	5 hours	I don't know
	1	2	3	4	5	6	7	8	9	99

3.12. In the last month, how much time have you spent teaching HL per week?

(Please mark <b>one</b> with an "X")	6 hour	6.5 hours	7 hours	7.5 hours	8 hours	8.5 hours	9 hours	9.5 hours	10 hours	I don't know
	1	2	3	4	5	6	7	8	9	99

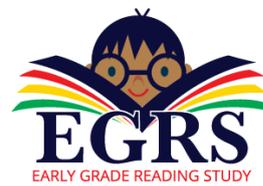
3.13. In the last week, did you manage to teach all the learning areas to your class as planned?

Yes	1	No	2

(Note to fieldworker: skip 3.13.2 if 3.13. response is "Yes")

3.13.2. Which learning area did you manage to mostly focus on?

(Please mark <b>one</b> with an "X")	Home Language	EFAL	Life Skills	Mathematics
	1	2	3	4



#### 4. Time and Teaching

4.1. In your current class, how many learners are on your class list?

<b>Number</b>

4.2. How many of your learners attended class today?

<b>Number</b>

4.3. In the school's response to COVID-19, is the number of learners attending lessons in your grade smaller than normal?

<b>Yes</b>	1	<b>No</b>	2
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4.4. In the school's response to COVID-19, how often is a learner in your grade expected to attend school at the moment?

<i>(Please mark <b>one</b> with an "X")</i>	<b>Every week day</b>	<b>Three days of the week</b>	<b>Less than three days</b>	<b>Once a week day</b>	<b>Every other week</b>	<b>Not at all</b>	<b>Other</b>
	1	2	3	4		5	98

4.5. When did the school re-open for teaching of Foundation Phase learners?

<b>Date</b>
YYYY/MM/DD

4.6. When did you return to school to resume teaching?

<b>Date</b>
YYYY/MM/DD

4.7. In October, what time was the official school start time?

<b>Time</b>
HH:MM

4.8. In October, what time was the official school end time?

<b>Time</b>
HH:MM

4.9. How many days was the school closed during school term-time in the last month?

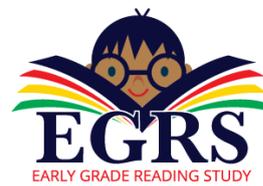
<b>Number</b>



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4.10 How many days were you unable to come to school in the last month on days you were scheduled to teach?

<b>Number</b>

*(Note to fieldworker: skip 4.10.2 if 4.10 response is "0 days")*

4.10.2. Indicate the number of days for each of the reasons provided below.

Illness (Incl. COVID risk category leave)	Personal leave	Teacher training	Official meetings	Protests in area	Union activities	Community memorial	Other
1	2	3	4	5	6	7	99

4.11. How are you currently trying to catch-up on the lost teaching time?

<i>(Please mark only <b>all that apply</b>)</i>	I am not trying to catch-up and I am just teaching as I would have	Extra classes before/ after school	Extra weekend classes	Extra work/ homework for the children	Other
	0	1	2	3	98

4.12. How are you dealing with the fact that some children may have forgotten more of the work than others?

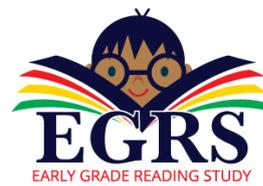
<i>(Please mark only <b>all that apply</b>)</i>	
I've spent more time revising previous work with all my learners	0
I've spent more individual time revising work with my struggling learners	1
I have a class with learners with different performance levels so I try to teach so that the weaker performing children can keep up	2
The classes are currently divided based on learner performance	3
I paired stronger and weaker learners together	4

## 5. Continuous Development and Support:

5.1. In 2020, were there any other programmes/ NGOs that supported you the most in Foundation Phase language instruction?

<i>(Please mark only <b>one</b> with an "X")</i>	No	NECT (PSRIP)	Room to Read	Click Foundation	Penreach	Rally to Read	Other
	0	1	2	3	4	5	98

5.2. In the previous year (2019) did you receive professional in-service teacher training on how to teach Home Language?



Yes	1	No	2
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5.3. In this year (2020) have you received professional in-service teacher training on how to teach Home Language?

Yes	1	No	2
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*(Note to fieldworker: skip 5.3.2 if 5.3 response is "No")*

5.3.2 How was this professional in-service training provided?

<i>(Please mark only <u>one</u> with an "X")</i>	In-person (at your school)	In-person (at a venue)	Virtual training (online platforms)	Other
		1	2	3

5.4. In the previous year (2019) did you receive professional in-service teacher training on how to teach EFAL?

Yes	1	No	2
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5.5. In this year (2020) have you received professional in-service teacher training on how to teach EFAL?

Yes	1	No	2
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*(Note to fieldworker: skip 5.5.2 if 5.5 response is "No")*

5.5.2 How was this professional in-service training provided?

<i>(Please mark only <u>one</u> with an "X")</i>	In-person (at your school)	In-person (at a venue)	Virtual training (online platforms)	Other
		1	2	3

5.6. Do you still make use of the training or teacher support materials provided to you, for example Lesson Plans?

Yes	1	No	2
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5.7. Since schools re-opened after COVID-19 closures this year, how often have the following persons helped you in catching up or reorganising the curriculum?

Person	Never	Less than once a month	Once a month	Once a week	2-4 times per week	Every day
5.7.1. School principal	1	2	3	4	5	6
5.7.2. Head of Department	1	2	3	4	5	6
5.7.3. Subject Advisor*	1	2	3	4	5	6
5.7.4. External coach/ mentor	1	2	3	4	5	6



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\* That is, any Curriculum Implementers or other designated such officials from the District or Circuit Office

5.8. Have you received a school visit from your Subject Advisor/Curriculum Implementer/ or circuit official since the school's reopening in August?

Yes	1	No	2
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Please thank the teacher for her time and continue with next sections **ON YOUR OWN!**

## 6. CLASSROOM OBSERVATION

Rate the existence, sufficiency and quality of the classroom infrastructure, facilities and materials as indicated in the table.

(Data collector inserts an "X" in **each row**. The rating key appears in the table.)

	Key							
<b>6.1. Is there a designated reading box / corner library?</b>	None	Small number of books, but old condition	Quite a few books, but disorganised	Well stocked, neatly organised	1	2	3	4
<b>6.2. Is there a reading corner with a carpet, mat (or similar shared reading space) visible in the class?</b>	None	has corner but no mat	small corner, with a mat but looks tight	large corner with a mat and looks spacious	1	2	3	4
<b>6.3. Are there story books (not DBE workbooks) in the class?</b>	No story books	1-10	11-30	30+	1	2	3	4
<b>6.4. Can the teacher move around the room comfortably and walk easily between all the desks/tables?</b>	No desks/tables	No, space is tight and not well arranged	Yes, but space is limited and well arranged	Yes, there is ample space	1	2	3	4
<b>6.5. Quality of EFAL wall charts/posters</b>	No EFAL charts/posters	Poor quality, up-to-date, but not relevant	Average quality, up-to-date, and mostly relevant	Good quality, up-to-date and all relevant	1	2	3	4
<b>6.6. Quality of EFAL flashcards</b>	No flashcards	Poor quality, up-to-date, but not relevant	Average quality, up-to-date, and relevant	Good quality, up-to-date and relevant	1	2	3	4



## 7. DOCUMENT REVIEW

Ask the teacher to select **from the 20 learners** who are being assessed today, **one** of the most proficient learners in her own class. Then request to see all that learner's DBE EFAL workbook for all three terms and all the learner's exercise notebooks/files which will have all the work that the learner has done **up until 23 October 2020**

7.1. The name and surname of this learner is \_\_\_\_\_

7.2. The learner's unique Tangerine ID number (on his/her test answer sheet/booklet) is \_\_\_\_\_

7.3. Please count and record the following work that appears in this learner's term 1&2 EFAL DBE workbooks.

Type of content counted	Nr
7.3.1. The overall number of pages on which the learner completed <b>any</b> exercises	
7.3.2. The number of pages on which the learner wrote <b>at least one full sentence</b> .	
7.3.3. The number of pages on which the learner wrote <b>at least one paragraph*</b> .	

\* More than two consecutive sentences

7.4. Please count and record the following work that appears in this learner's term 3&4 EFAL DBE workbooks up until 23 October 2020.

Type of content counted	Nr
7.4.1. The overall number of pages on which the learner completed <b>any</b> exercises	
7.4.2. The number of pages on which the learner wrote <b>at least one full sentence</b> .	
7.4.3. The number of pages on which the learner wrote <b>at least one paragraph*</b> .	

\* More than two consecutive sentences

7.5. Please count and record the following work that appears in this learner's exercise notebooks/files up until 23 October 2020.

Type of content counted	Nr
7.5.1. The overall number of pages on which the learner completed <b>any</b> exercises	
7.5.2. The number of pages on which the learner wrote <b>at least one full sentence</b> .	
7.5.3. The number of pages on which the learner wrote <b>at least one paragraph*</b> .	

\* More than two consecutive sentences